

# Indiana's Response to Intervention Academy

## Stepping Up Our Positive Behavior Supports

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# **Adapted From: Overview of Positive Behavior Supports**

**Special Services Johnson County Schools  
February 10, 2009  
Originally Presented by Kim Stowe**

# Six Core Components of the RTI Process

- Leadership
- **Evidence-based core curriculum, instruction, & interventions/extensions**
- Assessment and progress monitoring system
- Data-based decision making
- Cultural responsiveness
- **Family, community & school partnerships**

# Integrated System for Academic and Behavioral Supports

## Tier 3:

- **Few Students**
- **Increased Frequency**
- **Longer Duration**

*Services across tiers are fluid and data-driven*

**District/Community Team  
Building Core Team**

Intense,  
Individualized  
Support

**Building Core Team**

## Tier 2:

- **Small Group**

Targeted, Supplemental  
Supports

## Tier 1:

- **All Students**
- **Preventative, Proactive**

**Grade Level Teams  
Building Core Team  
School Improvement Team**

Core Curriculum, Instruction, and Learning  
Environment



## **Positive Behavior Supports and Indiana's Vision of RTI**

### **Participants will:**

- **Receive an overview of the concept of Positive Behavior Supports;**
- **Learn how Sugar Grove Elementary School incorporates parental and community partnerships to support positive behavior; and**
- **Learn of our “next steps” towards refining and enhancing our PBS System.**



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# Positive Behavior Supports

PBS is a three-tiered proactive and preventative approach to discipline. It is a plan and a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students.

“EBS” = “PBS” = “PBIS”

(Horner & Sugai, 2005)



# Why PBS?

- Recent data suggest that violence and theft in schools are decreasing, however, disruptive behavior in schools continues to increase
- The single most common request for assistance from teachers is related to behavior and classroom management
- Many educators are dissatisfied with the behavioral climates of their buildings
- The public has also identified school discipline as the biggest problem facing schools today

(National Center for Educational Statistics, 2006; Ingersoll, 2001; National Center for Educational Statistics, 2007; Rose and Gallup, 38<sup>th</sup> Annual Phi Delta kappa Survey, 2007)



# Why PBS?

- Schools struggle with addressing problem behavior for a variety of reasons:
  - *Multiple initiatives compete and overlap*
  - *School climates are reactive and punitive*
  - *Public demand is high for greater academic accountability and achievement*
- Discipline practices relying on punishment, and exclusion do little to solve school violence
- Such practices can be counterproductive by exacerbating behavior

(Brooks, Schiraldi, & Zeidenberg, 2000; Mendel, 2000; Mayer & Leone, 1999)





# Positive Behavior Supports Specifics

- The “positive,” in Positive Behavior Support, references a profound focus on desired behavior, including:

- *Clarifying expected behaviors*

- *Explicit teaching of those behaviors*

- *Developing procedures that promote student demonstration of those behaviors*



# Characteristics of PBS

- Interventions are planned and positive rather than reactive and punitive
- Conditions contributing to inappropriate behavior are carefully managed or eliminated
- Multiple opportunities for positive, corrective feedback are created while negative critical feedback is limited or eliminated
- Pro-social behaviors are taught directly, practiced frequently, and routinely so that they become automatic

(Horner & Sugai, 2005)



# The Facts About Failing to Intervene

- Students who are poor readers early on are highly likely to continue to be poor readers into the secondary grades and beyond (Juel, 1988; Lyons 2001)
- Students who engage in behavior problems early on are highly likely to continue to engage in behavior problems into the secondary grades and beyond (Moffitt, 1998; Walker, Ramsey, & Gresham, 2004)
- Poor academic performance leads to behavior problems, AND behavior problems lead to academic problems (Hinshaw, 1992; Treszniewski et. al., 2006)



# The Facts of Failing to Intervene

Students who struggle academically and/or behaviorally are at-risk for:

- School dropout
- Substance abuse
- Incarceration
- Having a child during the teenage years
- Adult mental health problems
- Unemployment
- Health problems
- Shorter life span









# Addressing Behavior Problems

## Old Way

- Reprimands and harsh punishments
- Office referral, suspensions, expulsions
- Wait to fail
- Refer and test
- Place in special education as an intervention

## New Way


- Preventive supports with universal systems
- Proactive screening to catch students early
- Intervene with high quality supports
- Use student response data to determine need for more or less intensive services

\*\*\**May include special education*

# Effect Size: What It Means

- Magnitude of the effect of a particular intervention
- Positive values = GOOD results
- Negative values = BAD results
- **Effect sizes  $> 0.50$  considered large**
  - Changes in behavior and performance are likely noticeable by laypersons

# Popular Treatments



<u>Treatment/Intervention</u>	<u>Effect Size</u>
Meeting with student	0.00
Punitive discipline	-.13 to + .06
Alternative placement	-.10 to + .04
Special education	-.03

**POOR OUTCOMES FOR STUDENTS, very far away from “evidence-based”**



# Typical Responses to Problem Behaviors

- Reactive-address it once it happens
- “Get tough” and “Zero tolerance” policies
- Layer on staff to monitor and supervise
- More attention paid to problem behaviors than positive behaviors –15/20: 1 ratio of reprimands to positive statements
- Discipline= Office referral, suspension, or expulsion
- Lopsided focus on academics

# Evidence-Based Treatment

<u>Treatment</u>	<u>Effect Size</u>
• Positive behavioral supports	+.90
• Social skills training	+.68
• Group-based contingency	+.81
• Token economy	>.50
• Social emotional learning	+1.00
• Formative evaluation + graphing and reinforcement	+1.20

Kavale(2005); Marquis, et.al. (2000). Cook et. al. (in press);  
*Blueprints for Promising Treatments* (1999); Reschly (2004).





# Key Points of School-wide PBS

1. Clear definitions of expected appropriate, positive behaviors are provided for students and staff members
2. Clear definitions of problem behaviors and their consequences are defined for students and staff members
3. Regular scheduled instruction and assistance in desired positive social behaviors are improved
4. Effective incentives and motivational systems provided to encourage students to behave differently (Keep 4:1 ratio in mind)
5. Staff receives training, feedback, and coaching about effective implementation of the systems
6. Systems for measuring and monitoring the intervention's effectiveness are established and carried out

# What Does PBS Look Like?

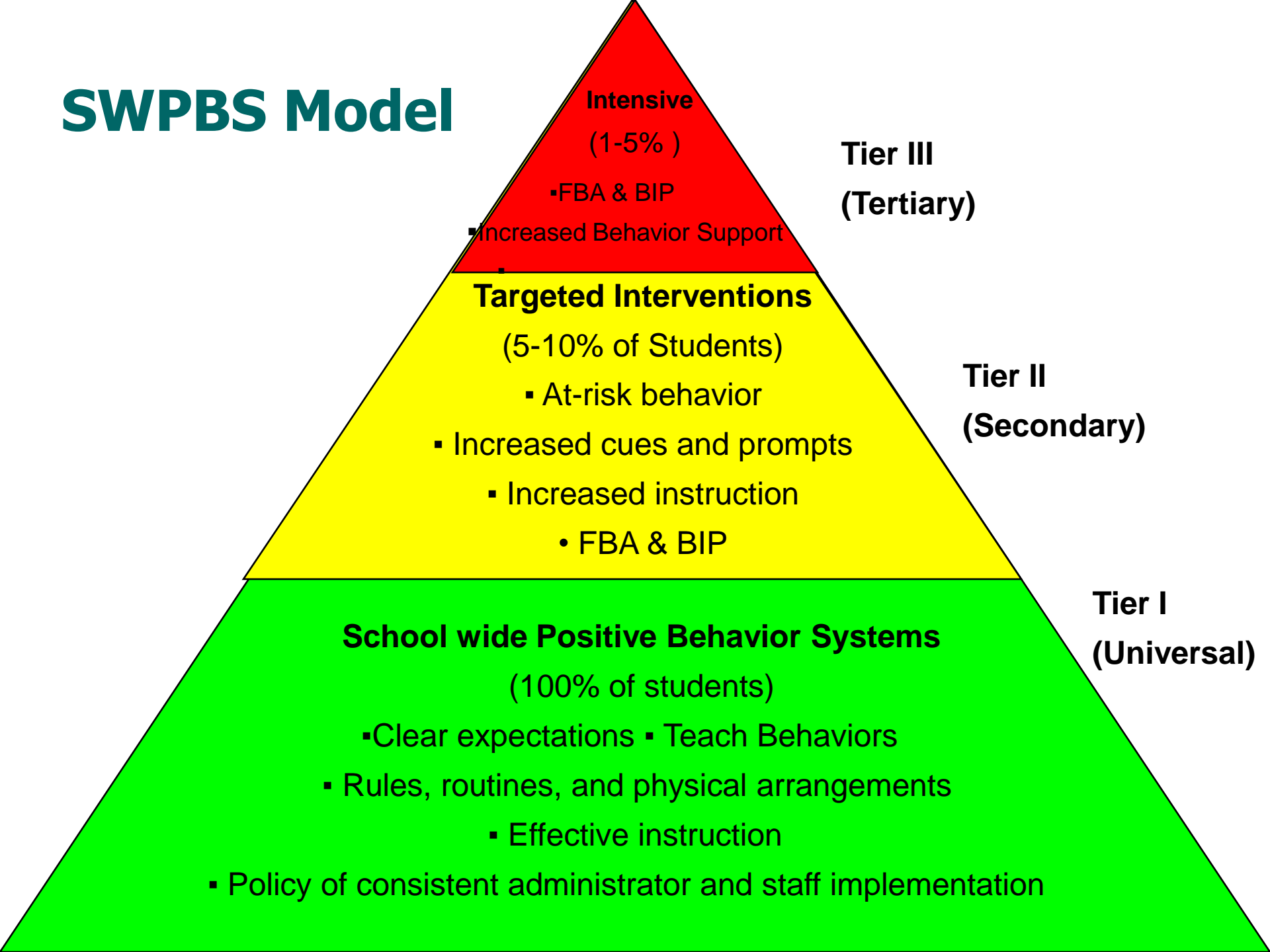
## SW-PBS (Primary)

- >80% of students can tell you what is expected of them and give behavioral example because they have been taught, actively supervised, practiced, and acknowledged
- Positive adult-to-student interactions exceed negative
- Data and team-based action planning and implementation are operating
- Administrators are active participants
- Full continuum of behavior support is available to all students

## Secondary and Tertiary

- Team-based coordination and problem-solving occurs
- Local specialized behavioral capacity is built
- Function-based behavior support planning occurs
- Person-centered, contextually and culturally relevant supports are provided
- District/regional behavioral capacity is built
- Supports are instructionally oriented
- School-based comprehensive supports are implemented

# SWPBS Model



# Designing School-Wide Systems for Student Success

## Academic Systems

### Tertiary, Individual Interventions

- Individual Students
- Referral for Evaluation
- High Intensity

### Secondary Group Interventions

- Some students (at-risk)
- High level of effectiveness
- High level of fidelity
- Rapid response

### Primary Interventions

- All students
- Preventive, proactive

## Behavioral Systems

### Tertiary, Individual Interventions

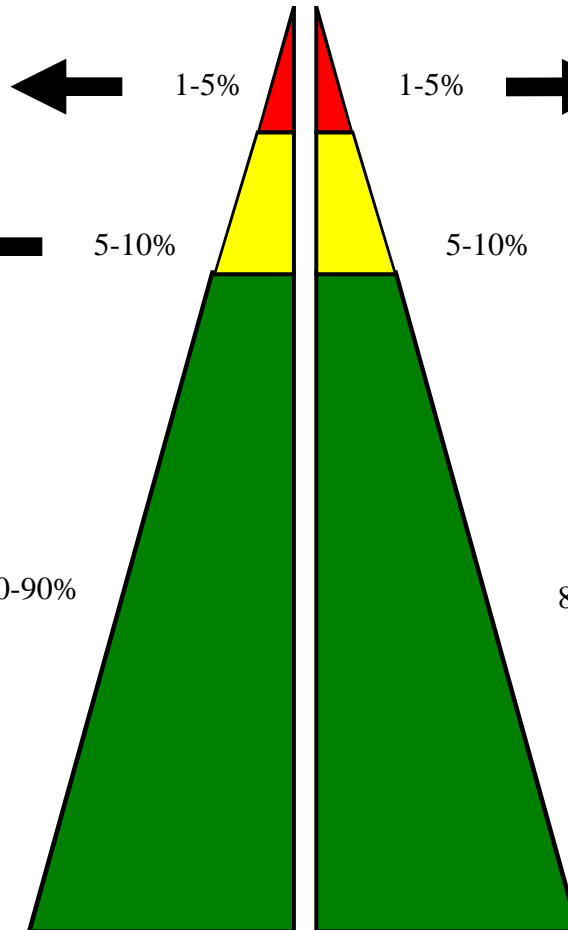
- Individual Students
- Referral for Evaluation
- Intense, durable procedures

### Secondary Group Interventions

- Some students (at-risk)
- High level of effectiveness
- High level of fidelity
- Rapid response

### Primary Interventions

- All settings, all students
- Preventive, proactive



# SWPBS Model

*Intensive*

3-5%

GOAL: Support the students who resist prior tiers of behavioral supports.

**Tier III  
(Tertiary)**

## **Targeted Interventions**

10-15%

GOAL: Support individual students who continue to exhibit challenging behaviors without removing them from general education setting to deliver intervention.

**Tier II  
(Secondary)**

## **School wide Positive Behavior Systems**

**All students**

GOAL: Support all students through direct instruction in pro-social behavior to attain personal and academic excellence through collaborative relationships in the Sugar Grove Elementary community.

**Tier I  
(Universal)**





# Outcomes of PBS in Schools

- Development of an overall positive school climate
- Significant increases in academic achievement
- Improved students' perceptions of school safety
- An effective approach for reducing problem behavior
- A significant decrease in the number of office discipline referrals
- Reduced Suspensions and Expulsions

(Horner, 2000; Myers, 2001)



# Implementation Challenges

- Can we address academic and behavior challenges through the RTI process at the same time?
- Can different classrooms implement varied forms of PBS or should it be consistent school-wide?
- How do you fund PBS?
- How do I find time to explicitly teach PBS, along with the rest of the core curriculum?
- How do we sort through multiple, overlapping initiatives?
- How do we involve teachers in the creation and consistent implementation of the school-wide PBS process?
- How do we eliminate current practices that may not be research-based and aligned with the PBS process?
- How do we address unsafe school behaviors?

# Reflective Conversation

## Implementation Challenges

A= Answered

NA= Not Answered

BK= Background Knowledge

NR= Needs Research

SW= Still Wondering

Questions:	A	NA	BK	NR	SW
• Can we address academic and behavior challenges through the RTI process at the same time?					
• Can different classrooms implement varied forms of PBS or should it be consistent school-wide?					
• How do you fund PBS?					
• How do I find time to explicitly teach PBS, along with the rest of the core curriculum?					
• How do we sort through multiple, overlapping initiatives?					
• How do we involve teachers in the creation and consistent implementation of the school-wide PBS process?					
• How do we eliminate current practices that may not be research-based and aligned with the PBS process?					
• How do we address unsafe school behaviors?					



# Summary

- **PBS** is concerned with designing environments, planning purposeful behavioral instruction, and adopting school-wide practices that promote desirable behavior.
- **Remember PBS is NOT**
  - *A specific practice or curriculum, but rather a general approach to preventing problem behavior*
  - *Limited to any particular group of students, but rather for all students*
  - *New, but rather is based on a long history of behavioral practices and effective instructional design strategies*



# Getting Started with PBS



1. **Form an RTI Building Leadership Team**
2. Analyze current practices under the framework of RTI (Took RTI triangle and plugged in existing practices)
3. Survey staff to get more specific feedback regarding school needs ([www.PBIS.org](http://www.PBIS.org)) → Find specific link
4. Share data with staff and community partners
5. Identify additional resources needed to implement a school-wide PBS system



# How Did We Start?

## A. Secured district administrative agreement

- Presented information at Principal's meeting
- Presented building data that indicates the need for PBS
- Examined RTI legislation and the state RTI Academy position
- Explained the costs incurred with the implementation of PBS and the corresponding professional development



# How Did We Start?

## B. Conducted a school-wide needs assessment which identified:

- 1). District support for the RTI process
- 2). Strong Parent & Community Partnerships
- 3). Need for evidence-based curriculum, instruction and intervention for pro-social student behavior, followed by assessment and progress monitoring in the area of pro-social student behavior
- 4). Need to improve staff education regarding cultural competency (e.g., culture of poverty)
- 5). Staff evaluation of Year 1 Principal identified a need for consistent positive student behavior supports

# C. Identified Existing Sugar Grove Supports

## *Intensive*

3-5%

- Program Support
- Alternative ed. Program
- Reduced school day
- Special ed. supports

**Tier III**

**(Tertiary)**

## **Targeted Interventions**

10-15%

- FBAs
- BIPS
- SST
- SHAPE Plans
- ACT services
- CPS & Mental Health agencies
- Increased parent contacts

**Tier II**

**(Secondary)**

## **School wide Positive Behavior Systems**

All students

- Core Essentials Character Ed. Program
- Daily Pledge of Excellence
- Violence Prevention
- Pride Program
- Cup Reward System
- School-wide Service Opportunities

**Tier I**

**(Universal)**

# D. Community Connection: Mascot Election



**P.I.E.**

Partners in Education

**Request for School Mascot**

**November 4, 2009  
Election Day**

Citizenship Connection  
School-wide Election



# Mascot Connection to PBS

## School Creed Connection

Do your personal best

Active Listener

We'll be honest

Good listening is Active

Show respect



## Positive Incentives

## Spirit Wear

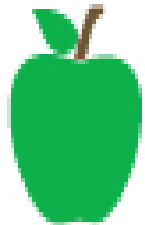
Builds Community





# E. Identified What Existing Pro- Social Behaviors We May Build Upon

## Tier I Existing Support:



**Core Essentials**

**Chick-Fil-A's  
Character Education  
Program**

# Existing Tier II Intervention:

## S.H.A.P.E. Plans

Soaring Higher, Achieving Personal Excellent

	Need to Improve 1	Minimum Expectation 3	Above and Beyond 5
<b>Caring Friend/ Respect for Others</b>	<ul style="list-style-type: none"><li>• Says negative things about others</li><li>• Yells at others</li><li>• Bossy</li><li>• Arguing over little things "Getting in others faces"</li></ul>	<ul style="list-style-type: none"><li>• Participates/plays with others without arguing</li><li>• Calmly talks to others</li><li>• Minds his own business</li><li>• Practices the rule "If you can't say something nice, don't say anything."</li></ul>	<ul style="list-style-type: none"><li>• Demonstrates good self-control</li><li>• Sets a good example for being a caring friend</li><li>• Shows positive leadership</li><li>• Gives compliments</li></ul>
<b>Classroom Procedures/Giving Personal Best</b>	<ul style="list-style-type: none"><li>• Does the opposite of what the teacher asks</li><li>• Interrupts while the teacher or someone else is talking</li><li>• Doesn't wait for instructions to start work—2+ reminders</li><li>• Chooses easiest materials to work on.</li></ul>	<ul style="list-style-type: none"><li>• Follow directions—only one reminder</li><li>• Waits his turn to talk</li><li>• Waits to start work—only one reminder</li><li>• Chooses appropriate materials to work on</li></ul>	<ul style="list-style-type: none"><li>• Follows directions, no reminders</li><li>• Raises hand, and waits to be called on</li><li>• Always waits for instructions to start work</li><li>• Challenges himself</li></ul>



## F. Secured Staff Commitment

**Secure agreement and commitment from at least 80% of staff**

- Develop a system for school-wide positive behavior support with staff input
- Provide staff in-service with research on pro-social instruction vs. punitive responses to behavior (LRP Conference handout from February 10, 2009 presented by Diana Browning Wright)
  - 1). Using staff survey identified top behaviors to address
  - 2). Determine how to positively address the behaviors
  - 3). Provide explicit instruction of targeted behaviors
  - 4). Implement consistent behavior reward system and collect school-wide data

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## E. Surveyed Staff to Identify “Top” Problematic Behaviors

- Teachers were given 5 Post-it notes to list the five student behaviors that most disrupt the learning process; two colors (K-2; 3-5)
- Data was condensed into two lists—primary and intermediate “Top Behavior Issues”
- Teachers voted for three; votes were tallied



# Results: Behavior Tally

- **Primary Grade Level Top Three:**
  - (1) Not following directions
  - (2) Inattention
  - (3) Disruptive noises
- **Intermediate Grade Level Top Three:**
  - (1) Disruptive talking
  - (2) Late/missing/incomplete work
  - (3) Not following directions





## **F. Identified Sugar Grove's Next Step: Teaching Pro-Social Behaviors!**

How will we teach these behaviors to our students?

- Gather staff input on current perceptions of and vision for building discipline procedures, positive behavior reward systems, and consistent consequences and intervention.
- Form team to find research-based interventions
- Determine how we will use office referral and classroom performance data to inform decision-making



# G. Determine Tier One Interventions

## Guidelines for Tier 1:

Positive environment for all students

5 to 1 Minimum positive interactions for every negative

Effective classroom procedures, teaching practices, and strategies using differentiated instruction and universal design ( less lecture/worksheet instruction)

## Possible Tier I Incentives at SG

(open lunch with Chic-Fil-A, movie and popcorn afternoons, unscheduled free time)

- Monetary Rewards (gift cards, iTunes cards, bowling cards)
- Other Rewards (student-designed t-shirts, Subway lunch drawings, bicycles, iPods)



## H. Determine Tier II Interventions

### Development of Interventions tied directly to student behaviors with goal monitoring

- Increase and individualize reinforcement
- Behavior contracts, home school notes
- Mentoring, self-monitoring, check-in/check out

### Use of Group Programs

- Adult Contacts are crucial
- Counseling: adjustment groups , prevention groups
- Reconvene dates scheduled at the time of the Tier One Exit Conference

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# I. Determine our Tier III Interventions

- Highly individualized, detailed in a team-developed plan for students whose progress monitoring data indicate no response to Tier I & II supports
- Based on a functional behavioral assessment
- May include multiple agencies and interventions with highly data-driven, frequent decision making
- Involves weekly replacement behavior training

## **J. Select Universal Screening, Train Staff, and Explore New Interventions**

- **Determine our universal screening. Some schools use office referral to screen**

( <1 Office Referral :Stay in Tier I.

1-3Office Referrals: On the radar, may require Tier 2.

>4 Office Referrals: Consider for Tier 2 secondary supports

- **Select pro-social classroom curriculum and train staff (Good Behavior Game?)**

[www.interventioncentral.org/htmldocs/intervention/classroom/gbg.php](http://www.interventioncentral.org/htmldocs/intervention/classroom/gbg.php)

- **Develop tiered interventions, incentives and consequences**





## K. Evaluate Our Plan Using Criteria Below:

- ✓ Does clarify our expectations.
  - ✓ Does create a climate of fairness for all students.
  - ✓ Does streamline the way we deal with student misbehavior.
  - ✓ Does foster a positive school-wide environment.
  - ✓ Does put all staff in the building on the same page.
  - ✓ Does heavily document student misbehavior and interventions.
  - ✓ Does encourage sharing of information.
  - ✓ Does strongly support board policies.
- Does not unfairly penalize students.
  - Does not create more work for anybody.
  - Does not create a climate of vagueness.
  - Does not send mixed messages to students and parents.
  - Does not conflict with current building and board policies.
  - Does not take a punitive focus to managing student behavior.



# Resources

- National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) [www.pbis.org](http://www.pbis.org)
- The Center on Education and Lifelong Learning at the Indiana Institute on Disability and Community  
<http://www.iidc.indiana.edu/cell/discipline.php>
- Maryland PBIS  
<http://www.pbismaryland.org/schoolexamples.htm>
- Illinois PBIS  
<http://www.pbisillinois.org/>

# Resources Cited:

*Improving School Climate and Student Behavior: A New Paradigm for Indiana Schools*

- [http://ceep.indiana.edu/projects/PDF/PB\\_V5N9\\_Fall\\_2007\\_EPB.pdf](http://ceep.indiana.edu/projects/PDF/PB_V5N9_Fall_2007_EPB.pdf)

*School-wide Positive Behavior Support Implementers' Blueprint and Self-Assessment*

[http://www.pbis.org/./Blueprint draft v3 9-13-04.doc](http://www.pbis.org/./Blueprint%20draft%20v3%209-13-04.doc)

RTI and Behavior Interventions: Removing Barriers to Academic Success by Diana Bowling Wright


LRP Publications Webinar, 2-10-09



# Putting it All Together

## 1. Positive Behavior Supports Blend into the Indiana Model for Response to Intervention.

- A three-tiered intervention teaches positive behaviors to all students
- A team oversees interventions and monitors progress
- Evidence-based interventions should be adopted, eliminating those that do not produce desired change
- Change is scientifically progress-monitored , making decisions based on change
- Fidelity is assured through consultation, school teaming, and data requirements
- Staff is trained on support tiers of intervention



## 2. Strong Community Partnerships Aligned with Our Identified Target on the Needs Assessment

- Our Chic-Fil-A Sponsorship of the *Core Essential's* Value Education Program was already in place
- Our Parent School Group, Partners in Education (PIE,) asked that we consider adopting a school mascot to build community and school spirit
- Area restaurants provide meal incentive coupons as rewards



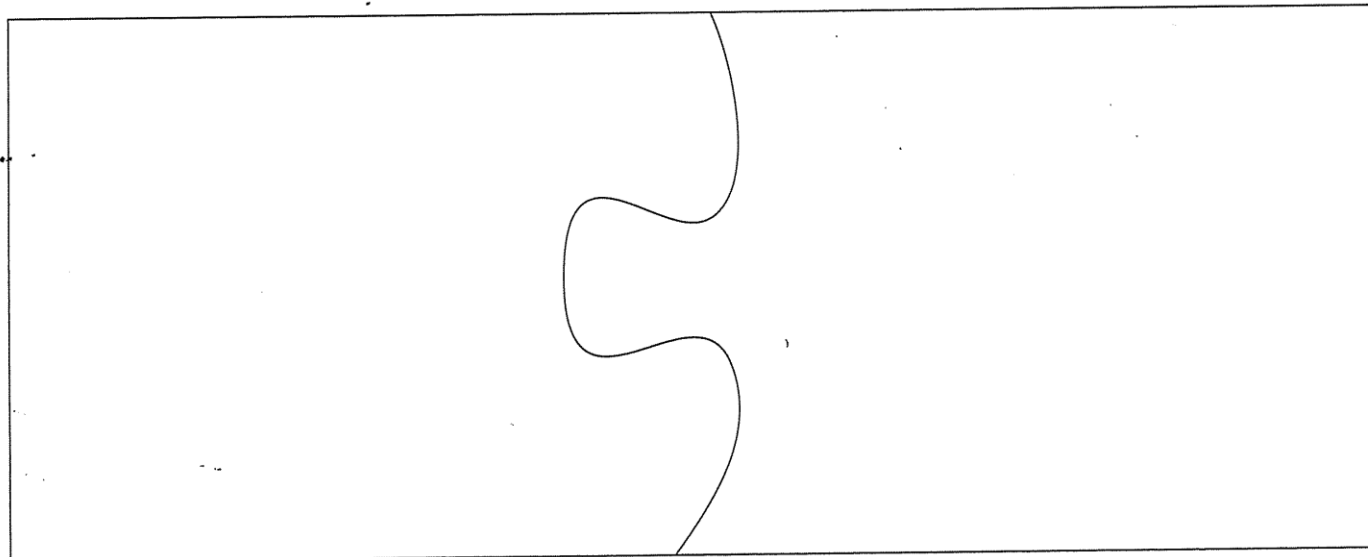
## Presentation Connection

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### *Stepping Up Our PBS Presentation*

### *Indiana's Vision of RTI and My School/District*



*In this presentation,* \_\_\_\_\_

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*In my school/district,* \_\_\_\_\_

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